

SOCIAL STUDIES 5TH AND 6TH

The Official Newsletter of Ms. Esma's Social Studies

Overview

The Child Refugee Debate

During the 1920s, the US Congress passed laws that severely limited the number of immigrants who could enter the country each year. A series of restrictive legislative measures culminated in 1924 with the Johnson-Reed Act, which set quotas, or limits, on the number of immigrants from particular countries who could be admitted to the United States each year. Anti-immigrant sentiment, xenophobia, and antisemitism remained pervasive in the 1930s, influencing the political, economic, and social climate as Americans responded to the refugee crisis caused by the Nazi regime. This crisis for European Jews and others seeking to escape the Nazi regime's persecution intensified considerably in 1938, after Germany annexed Austria (the Anschluss) in March and the Sudetenland area of Czechoslovakia in September, bringing approximately 200,000 additional Jews under Nazi rule. President Roosevelt called for an international conference on the refugee crisis. Delegates from 32 countries gathered in Evian, France, in July 1938, but most countries refused to change their laws to assist Jewish refugees. The American press criticized the 32 nations attending the Evian conference including the United States, for their inaction. Most of the participants expressed sympathy for the refugees but offered little assistance, claiming that increased immigration might hurt their own nations' economies. Some spoke bluntly about not wanting to admit Jews. Time magazine concluded: "All nations present expressed sympathy for the refugees but few offered to allow them within their boundaries."



Homework

Your child should be checking the platform, teams, for their daily activities! Everyday there is always an assignment due. On Mondays, there is an assignment about essential questions in order to activate their background knowledge. There is roughly about 3-4 activities about the lesson itself. Lastly, there is reflection based on the lesson itself to ensure what your child had learn!

7TH AND 8TH SOCIAL STUDIES

ICCI ACADEMY - MISS ESMA'S WEEKLY NEWSLETTER

**HOMEWORK
OR
PROJECT**

**CHECK TEAMS FOR
UPDATE!**



WHAT WE HAVE LEARN THIS WEEK!

BY MISS ESMA

In our increasingly interconnected world it has become clear that what happens in one country affects all of us in many ways, some more visible than others. Responding to genocide, ethnic violence, and abuses of human rights stand as the primary challenges of our day. There was great hope that the end of the Cold War would usher in a new era with a blossoming of democracy and human rights; instead violence around the world makes it clear that finding the tools to prevent genocide is as urgent as ever. Historians note that in the last hundred years more human beings died through genocidal violence and state-sanctioned murder than on that era's countless battlefields.

It was no accident that the failure to prevent escalating abuses of the human rights of Ottoman minorities climaxed with the systematic deportation and mass murder of the Armenian population of the empire in World War I. While other minority groups had broken free from the Ottoman Empire, the Armenians hoped that reforms--supported by the Western powers--would bring change. Instead a new nationalism spread through the Ottoman leadership that left no place for the Christian minorities within the empire. Under the cover of World War I the genocide of the Armenians began.

Lesson 4 - In this lesson, students will

- o Examine primary and secondary sources to learn about the range of choices available to individuals, groups, and nations in response to the Armenian Genocide;
- o Understand the dilemmas facing individuals, groups, and nations responding to genocide in a time of war;
- o Consider their own actions when confronted with information about acts of injustice in their community.

**CRIME
AGAINST
HUMANITY**